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ABSTRACT

Cooperative educational arrangements are utilized extensively by vocational educators as a practical approach to learning. Some of these arrangements are work-study, extended campus, clinical experience, internship, Experience-Based Career Education (EBCE), and entrepreneurship. The work-study arrangement provides economically needy students with part-time employment while they are in school. Although the students receive no credit for the job experience, the wages from employment help them remain in school. Extended campus is a method of instruction providing students with credit, non-paid, and closely supervised laboratory experiences in the community and is offered concurrently with classroom instruction. In clinical experiences, students observe professionals and practice skills under the supervision of a professional. Through internship, practical experience is gained under the supervision of an experienced worker. Experience-Based Career Education (EBCE) programs for high school students provide students with learning projects in the community wherever careers exist. These types of programs require a partnership among community members, students, parents, and EBCE staff. Entrepreneurship provides students who aspire to be farmers or small business owners with hands-on practical experience in business management. (EM)

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COOPERATIVE EDUCATION ARRANGEMENTS

by

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Abstract

This paper describes various cocperative education arrangements. Cooperative educational arrangements are utilized extensively as a practical approach to learning. Perhaps the most commonly known method of this type among vocational educators is the cooperative vocational education (CVE) method. It is practiced by cooperative education coordinators nationwide and is most popular at the secondary education level. Because the CVE method is better known and numerous materials are available about it, this paper does not attempt to describe it. (See A Guide for Cooperative Education, DAVTE, 1977.) The cooperative educational arrangements included here are: work-study, extended campus, clinical experiences, Experienced Based Career Education, internship and entrepreneurship. Because there are so many practical work experiences there has been a tendency for some educators to apply the term cooperative vocational education to all of them. While one can apply this term generically, care should be taken to recognize that each method is different. The differences are apparent in the settings, students served, legal ramifications, paid vs. unpaid, length of program, etc. Hopefully, this paper will serve to clarify to the reader the characteristics peculiar to each method.

Work-Study

Work-Study provides employment opportunities for economically needy vocational education students. Wages from employment helps them to remain in school. Work-Study differs from cooperative education in that cooperative education is a credit program which provides on-the-job training and related classroom instruction while the Work-Study program is non-credit. Work-Study may be provided any time of the year.

The 1976 Vocational Education Amendments provided for Work-Study to be administered through the Department of Adult, Vocational and Technical Education (DAVTE). Both local secondary and past-secondary levels of education may apply to DAVTE for Work-Study funds. The secondary school may qualify for funds if located in a geographic area with an unemployment rate above the prevailing state average and have a student dropout rate above the state average in grades 9 through 12. The public community college district is eligible if a majority of its students are residents of counties having an unemployment rate above the state average.

The student may be employed by the local education agency (LEA) or some other public or non-profit agency or institution. The employer may not replace another employee with a student worker. The employer should provide adult supervision, comply with all labor regulations affecting minors and cooperate in making the work situation a learning experience related to the occupational interest of the student (Sweeney).

Local educational agencies meeting qualifications and applying for funding of a Work-Study program should submit a projected budget for wages to be paid to students. If the total funds requested by all eligible educational agencies exceed the federal monies available, DAVTE will fund on a prorated basis. DAVTE will reimburse no more than 80% of the projected budget by the LEA. These funds can only be used for wages paid to students.

In determining if a student is financially needy, consideration should be given to family income, number of family members and various circumstances which may contribute to need. A student from a family receiving Aid to Dependent Children should always be considered financially needy. A student meeting the following qualifications is eligible to participate in the Work-Study program:

(a) Needs earnings to continue a vocational education program.

(b) Is at least 15 years of age and less than 21 years at the beginning date of employment.

(c) Is either currently enrolled in or preregistered for a vocational education class which is approved for funding by DAVTE..

(d) Is capable of maintaining good standing in the vocational education program while employed under the Work-Study program.

Financial need and assistance may also be based on such items as clothes, car fare, lunches, school activities and per-

sonal necessities. (Work-Study Brochure, DAVTE.)

Whenever possible, students should be placed in jobs related to their vocational interests and educational program. Students may be employed in the local educational agency assisting teachers, librarians, nurses, custodians, cooks, office staff, etc. A student interested in a health occupation might work in a hospital. A horticulture student might work for the park district. Home Economics students could work in food service, child care or other related field (Sweeney).

In summary, the work-study program is non-credit and for the purpose of helping the student stay in school and in pursuing a vocational education program.

Extended Campus

Extended Campus--"An instructional method which provides for utilization of community facilities as an extension of a specific educational program. The instructor and students move from the local school to the extended campus facilities for planned lab experiences which are coordinated with the classroom objectives. Actual instruction may be given by qualified personnel at the facility under the direct supervision of the instructor." (Extended campus brochure)

The purpose of extended campus is to provide the student 'real life' experiences so that they will be better prepared to perform specific job functions upon termination of their educational program. While a student can learn about tasks from a text and perform some job tasks in a simulated in-school lab

situation, the real test of performance is in the actual work setting. The extended campus experience affords an opportunity to both the student and instructor in determining actual readiness for entry level employment. Extended campus is a method of instruction that has been utilized for some time by educators, however specific guidelines for implementation were not developed until 1974. The guidelines were developed because it was discovered, through on-site visits by state consultants to local schools, that they were confusing cooperative vocational education with extended campus. Students were being placed in cooperative vocational education jobs without pay and this was being termed extended campus at the local level. It was also discovered that several schools were submitting one and five year plans for reimbursement for cooperative vocational education when the students were not being paid for their work experience. Because there were implications for violating labor laws when students are working without pay, it was necessary to develop guidelines which, if followed, would not violate state/federal labor laws. Thus the health occupations and home economics consultants developed a brochure which explained extended campus by constrasting it with CVE.

There should be a training plan and agreement for each student participating in extended campus. Although, this is also required for cooperative vocational education(CVE), the extended campus plan and agreement will most often cover shorter periods of time than those for CVE. This is because

the instructor will meet regularly, at least on a weekly basis, with a designated responsible individual at the work place to discuss the student's progress and plan the next few days activities. These extended campus activities should be based upon specific learning objectives. The tasks being performed by the student should correlate with the specific learning objectives for that week. The didactic, in school lab experiences and extended campus experiences should be complementary and as closely coordinated as possible. The learning experiences should be well balanced between didactic and extended campus. The guideline is that extended campus experiences be "three-fifths of the scheduled class time per week." In the first few weeks of the student's program, there may be little or no extended campus. This is to allow the instructor time to orient the student in various skills prior to his/her entering the work environment. Affective skills are particularly emphasized at this time for it is important that the student develop an acceptable manner and appearance for the job. Cognitive and psycho-motor skills are also stressed so that the student may begin to perform selected job tasks in extended campus experiences. As the course/program progresses, the extended campus time gradually builds up until it reaches the equivalent of three-fifths of the classroom time.

Students receive the same consideration for the extended campus as they do for any classroom/laboratory experience. It is important that enough time be alotted to the

student in traveling to and from the work site and in meeting objectives. A common practice is to allot two class periods at the beginning of the school day. This appears to be effective because students can travel to the work site prior to reporting to school. Students may provide their own means of transportation or the school may provide bus service; this is dependent upon local district policy.

All students participate in extended campus in the same block of time with the teacher available to supervise in the work environment during that time frame. The instructor may provide direct supervision of job tasks or the extended campus facility may provide an individual for this purpose. If another individual, other than the instructor, supervises the student, the instructor is still responsible for assuring that the student experiences those job tasks which will assist the student in meeting daily objectives.

In extended campus there is no employer/employee relationship; the student does not receive remuneration for services rendered. Therefore, the instructor is responsible for assuring that the student is in a continuous, changing learning situation. The student should not become productive with any one task to where he/she is of service to the institution. Should this occur the extended campus facility if forced by the Labor Department to pay the student back wages, this can result in poor public relations

between the school and facility and effect discontinuance of the program. After the student has learned the basic entry level skills under the supervision of a qualified vocational education instructor, it is advisable for the student to enter the cooperative vocational education experience. This provides an excellent learning sequence.

The extended campus is generally utilized in secondary education area vocational centers or comprehensive high schools and confined to the 11th and/or 12th grades which is the preparatory (skill) level for reimbursement of vocational education program by the Illinous Department of Adult, Vocational and Technical Education. The Home Economics and Health Occupations programs utilize the extended campus more than the other occupational areas. Home economics uses the method in Food Service and Child Care, particularly when the in-school labs are limiting. Even when good in-school labs are available, the extended campus may be used to give students a richer, broader based work experience. The health occupations makes greatest use of the extended campus method. This is a result of a strong clinical tradition at the professional level. Health professionals believe that hands on experience is vital to the student's learning. This is particularly true where direct patient care is a part of the job. Direct patient and co-worker contact in the educational program serves many purposes. The student receives feed back about his/her own effectiveness with patients and co-

workers. The instructor has opportunity to observe the student's performance and to offer suggestions for improvement. This provides, to both the student and teacher, a way of identifying strengths and weaknesses so that performance may be improved. It is also a means of students determining occupational preference. While students are introduced to concepts and principals in the didactic and simulations in the in-school lab, the extended campus is the ultimate test of performance. The health occupations consists of such programs as ward clerk, geriatric aide, dental assistant, nurse aide, veterinarian hospital aide, etc.

Extended campus is a method of instruction providing laboratory experiences in the community. It is for credit, non-paid, closely supervised by the school instructor, and offered concurrently with the didactic.

Clinical experience

Clinical is a term utilized in the fields of medicine, dentistry, nursing and allied health in referring to the real world work setting. Therefore, clinical experiences (education) refers to those experiences gained by students in the real world work setting. Clinical education has been utilized for a very long time. It probably grew out of the apprenticeship model and late models such as the World War II "Job Instructor Training Program"(JIT). Students learn by observing professionals perform their skills and practicing skills under the supervision of a professional. This terminology and method of instruction

is generally utilized by the medical, dental and other health professions. Although secondary health occupations instructors, because of their own experience background, may utilize the term clinical experience rather than extended campus. Additionally, the term and method is utilized extensively in the numerous adult and post-secondary technical level health occupations programs.

Unlike the secondary programs continuous concern for possible violation of the Department of Labor's laws, the post-secondary student may actually be of service to the health care facility. This is particularly true at the top professional levels. In an article in the Journal of Medical Education, May 1978, Baguin and Yonke write of the Rockford Medical school (U.of I.) program "The student is the physician of first contact, and the faculty member assists the student in assuring that the patient is properly diagnosed and managed. Patients receive tertiary care through practicing physicians in the city of Rockford, most of whom serve as part-time faculty in the medical school." Therefore, in this model, the student may or may not be closely supervised. However, there are rarely questions raised regarding this practice because it is a widely accepted method by the professions and organized labor is rare among top professionals. Nonetheless, medical students have been so bold as to strike against long hours and little or no pay. Consequently, they may receive considerable remuneration for their services. This occurs during the internship/residency

phase of education. (Internship is discussed in another part of this paper.)

Moving down the hierarchial ladder one finds that students are generally more closely supervised and seldom receive pay. These professions are nursing, medical technology, occupational therapy, physical therapy, etc. The technical/certificate level student is generally supervised very closely throughout their program and the clinical experience is less likely to be referred to as an internship. These programs are medical laboratory technician, radiology technology/technician, associate degree nursing, practical nursing and others at the technical/assistant level.

The concept behind clinical instruction is that the student learns by doing. Naturally, the student can learn about a skill through reading or having it explained. For example, a dentist can read about the skill of drilling decayed teeth and the clinical instructor can further explain the skill. The instructor might go one step further by showing the student how to perform. However, showing has its learning limitations. Many motions may be difficult to copy and there is some question about the individual's ability to translate what they see into what they should do. Anderson states that if the learner hasn't learned, the instructor hasn't taught. Therefore, the dental student would proceed on to practice the skill of drilling teeth under the supervision of the clinical instructor. Thus the clinical experience has become an integral part of the stu-

dent's learning experience.

Clinical education includes a strong component of evaluation. However, objective evaluation requires considerable prior planning by the instructor. The well informed clinical instructor will make a task (skill) list and a breakdown of each task. Additionally, the instructor will cluster the appropriate skills with the related course content. These procedures are explained in the book "Clinical Instructor Training Program."

Some very specific techniques have been worked out for clinical education experiences. Since communications is so important to many health professionals, there are numerous materials available which address listening, observing, questioning techniques, etc. Bermosk and Mordan wrote a text for nurses which focuses upon the principles and actions of the interview in patient-centered communication. The last few pages include a guide for evaluating the interview and the nurse's ability for interviewing.

Clinical education requires close coordination between the health care facilities and educational institution administering the program. Contracts are signed between the corporate entities which outlines the legal responsibilities of each towards the program/students. After the contract is signed, agreements regarding specific objectives, time considerations, number of students, etc. will be determined between the specific clinical department, i.e. medical laboratory and school program director.

Diagrams A. and B. (see appendix) are taken from the "Position Paper on Clinical Affiliations," Illinois Hospital Association. These diagrams attempt to show the relationships between the clinical (affiliating) agency and educational agency.

Internship

Internship is a term generally applied to a method of learning at the post-secondary level. It is the process of gaining practical experience under the supervision of an experienced worker. It can be applied at any time during the student's program. It is commonly applied in medical education at the undergraduate level and is more commonly termed residency at the graduate/speciality level. Some people refer to any clinical education as an internship, however nursing and many allied health areas seldom utilize the term.

Internship is commonly utilized in preparing teachers. Student teachers spend several weeks "practice" teaching under the supervision of a master teacher. It is a time of intense study when the student learns to prepare teacher and student materials and to actually teach classes. The student teacher has opportunity to critique their work and to make the needed improvements based upon sound teaching principles.

Internships have gained popularity in all fields. Particularly in the area of human service. Some universities have

adopted specific policies regarding internship and strongly encourage students to participate. Also the internship was traditionally towards the end of the student's program, whereas, it is now common to encourage the student to participate earlier. It is reasoned that gaining the practical experience earlier affords more opportunity for decision making. Indeed, the student may determine before it is too late that they are not suited to their chosen profession. There is time to ford a new stream.

Internship has also gained momentum as a method of choice in the community colleges. Community colleges, because of their orientation to serving the community, place students in local business and industry as a part of their learning program. Also community colleges enroll a significant percentage of technical students. Since technical (vocational) education considers practical experiences an integral part of learning. It was only natural that internship gain wide use at this level. "Illinois Community College Board, Manual of Policies, Procedures and Guidelines, 1977," includes the following:

> "For courses scheduled with students participating in internship, clinical-internship, work-study, work-experience, work-oriented instruction, one semester hour credit or equivalent would be funded for each classroom contact hour scheduled (minimum of 50 minutes) for 75-150 contact hours per semester or equivalent. Persons in such study would normally be spending 5-10 contact hours per week per semester for each credit hour funded. These internship experiences include those activities which are the result of implementing experiences gained in the classroom and the laboratory. It is assumed that the student will need only periodic supervision, since he or she is in the final stages

of the program and about to assume a role in the world of work."

Internship students receive credit for their experience as specified by the sponsoring agency. These experiences may range in time from a few days to many months. The student may receive financial remuneration for services depending upon the institutional policies regarding the program.

Experience-Based Career Education

In 1971 the U.S. Office of Education initiated the Experience-Based Career Education (EBCE) concept. Initially, four laboratories were selected to provide this alternative educational opportunity to high school students. The four laboratories were not operationally identical, however they achieved three common goals. "First, each program is student-centered and provides personalized learning experiences to all students. Second, the focus of student learning activities is in the community at cooperating experience sites. Finally, each of the four EBCE programs has developed procedures and materials for integrating academic learning with career experiences." (H.E.W.,76) The purpose of the four model approach was to provide educators a choice of models dependent upon their community's needs. These four models are titled Appalachia Educational Laboratory, Far West Laboratory, Northwest Regional Educational Laboratory and Research for Better Schools. These four models are explained in the H.E.W. publication "A Comparison

of Four Experienced-Based Career Education Programs" under the following headings:

Curriculum Design
Mode of Learning
Student Learning Plan Development
Career Planning and Decision Making
Use of Academic Course Work
Group Experiences
Certification of Learning
Role of Community Participants
Recruitment Process
Resource Person Development and Maintenance
Site Analysis
Range of Career Options
Student Accountability
System of Guidance and Counseling
Parent Relations
Student Recruitment and Population
Policymaking
Staff Considerations
Facility/Transportation
Insurance
Configuration of EBCE in Adopting Schools

EBCE students spend a major portion of their time on learning projects in the community. Activities are tailored to individual student needs, abilities, learning styles and goals. Students are guided in their learning by ongoing relationships with working adults in laboratories, offices, factories, shops, hospitals, schools, courtrooms and wherever careers exist. EBCE requires a partnership in learning between community, members, students, parents and EBCE staff.

All EBCE models were designed for high school grades 9 through 12. However, some schools are implementing it in the 7th and 8th grades. Credit is determined by each school in accordance with its state guidelines. Credit may be granted for any subject area providing the student fulfills the established objectives. Students are not paid for their

involvement, therefore care should be taken to conform to national and state labor laws. The length of programs varies depending upon the school and the student. The duration is determined by the student's need whose goal is to make a tenative career choice. This may take anywhere from 6 mos. to three years.

Existing staff is utilized to develop and implement this program. However, traditional roles need to be redefined and extended into the community. The staff will need to become familiar with guidance techniques within the curriculum and individualized instruction in the basic skills.

In October of 1976, Illinois Office of Education, Department of Adult, Vocational and Technical Education received notification of grant approval for EBCE. The purpose of the grant was to establish three EBCE sites to plan, implement, evaluate the EBCE program and to disseminate materials about EBCE. These sites were established at Sycamore, Joliet and Decatur high schools with the Far West Model at Joliet and Sycamore and the Northwest Regional Model at Decatur. The first students were admitted in January, 1977. During F.Y. 77-78 Calument high school and Hyde Park Career Academy in Chicago started programs implementing the Far West Model.

To date forty nine statesclaim EBCE program offerings for a total of 180 programs. Ten thousand community resources are being utilized nationwide for student EBCE experiences. This is significant growth in such a short time

since the inception of EBCE. However, federal funding ceases at the end of June 1978. The DAVTE research section is continuing funding of existing sites for demonstration and the future of EBCE without grant money is uncertain.

Entrepreneurship

Webster's Third New International Dictionary defines entrepreneur specifically as "the organizer of an economic venture; esp: one who organizes, owns, manages, and assumes the risks of a business" and generally as "one who organizes, promotes, or manages an enterprise or activity of any kind." Entrepreneurship is the state of being an entrepreneur.

Educators in the fields of marketing and agriculture are more likely to be familiar with entrepreneurship as a method of instruction than others. It probably grew out of the practice of supervised farming (Deyoe, p. 18) and the project method of learning. Marketing and management programs may have entire classes/programs designed to meet the needs of entrepreneurs. This method is gaining in popularity because the general trend of a sagging economy and the plight of small business. Early identification of individuals who aspire to be farmers or small business owners and offering these individuals the type of educational program that will assist them in being successful can contribute to a healthy society/economy.

In the 1940's vocational agriculture began to experience

increased criticism from practical farmers for what they termed "book farming." Consequently, more emphasis began to be placed upon supervised farming, "learning to do by doing." More and more vocational agriculture instructors replicated in the educational program those experiences which are basic to success in practical farming.

Supervised farming provides a means for the student to engage in entrepreneurship. Economic gain is recognized as a great motivator. While money should not be the only objective for engaging in such a program, money and money management is essential to successful farming. Farmers are continually engaged in buying and selling and must learn to accrue sufficient assets to liquidate debts.(Deyoe,p.19)

The entrepreneurship method of learning has some very specific objectives that should be evaluated on a continuing basis. The objectives are dependent upon the student's program. Following is a sample set of program objectives for farming entrepreneurship.

1. To develop abilities needed for proficiency in farming of the type in which the student is likely to engage.
2. To earn money.
3. To aid in establishment in farming.
4. To improve the home-farm business.
5. To improve farming in the community.
6. To contribute to improved living on the farm.
7. To develop an increased interest in farming.
8. To develop attitudes and abilities of cooperation. (Deyoe, p. 91 and Phipps, p. 205)

The terminology most often applied to entrepreneurship in a vocational agriculture program is a "project." There are various types of projects; all of which provide hands on practical experience and economic remuneration. These are explained in some detail in Phipps' text.

Marketing and Management also more commonly utilize the term "project". However, more recently the federal government has become concerned about small business and has earmarked special funds for entrepreneurship educational activities. Dr.Robert Nelson, University of Illinois, developed the guide "Owning and Operating a Small Business." This guide is commonly used in high school cooperative education and community college business management courses. It is considered important to introduce the high school student to the concepts of successful entrepreneurship as well as the post-secondary student who may already be an entrepreneur. (Housel).

March 1, 1978 DAVTE funded a project conducted by the University of Illinois entitled "Methods and Materials for Entrepreneurship Education." The purpose of the project is to review current practices in entrepreneurship training, determine entrepreneural characteristics and determine topics to be included in curriculum materials for teaching entrepreneurship. It is hoped that students can learn to utilize their technical skills in their own businesses and in other entrepreneurial situations. There will, no doubt, be additional materials developed about entrepreneurship training that will be of assistance to vocational educators.

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INTERNAL DECISION MODEL FOR AFFILIATIONS

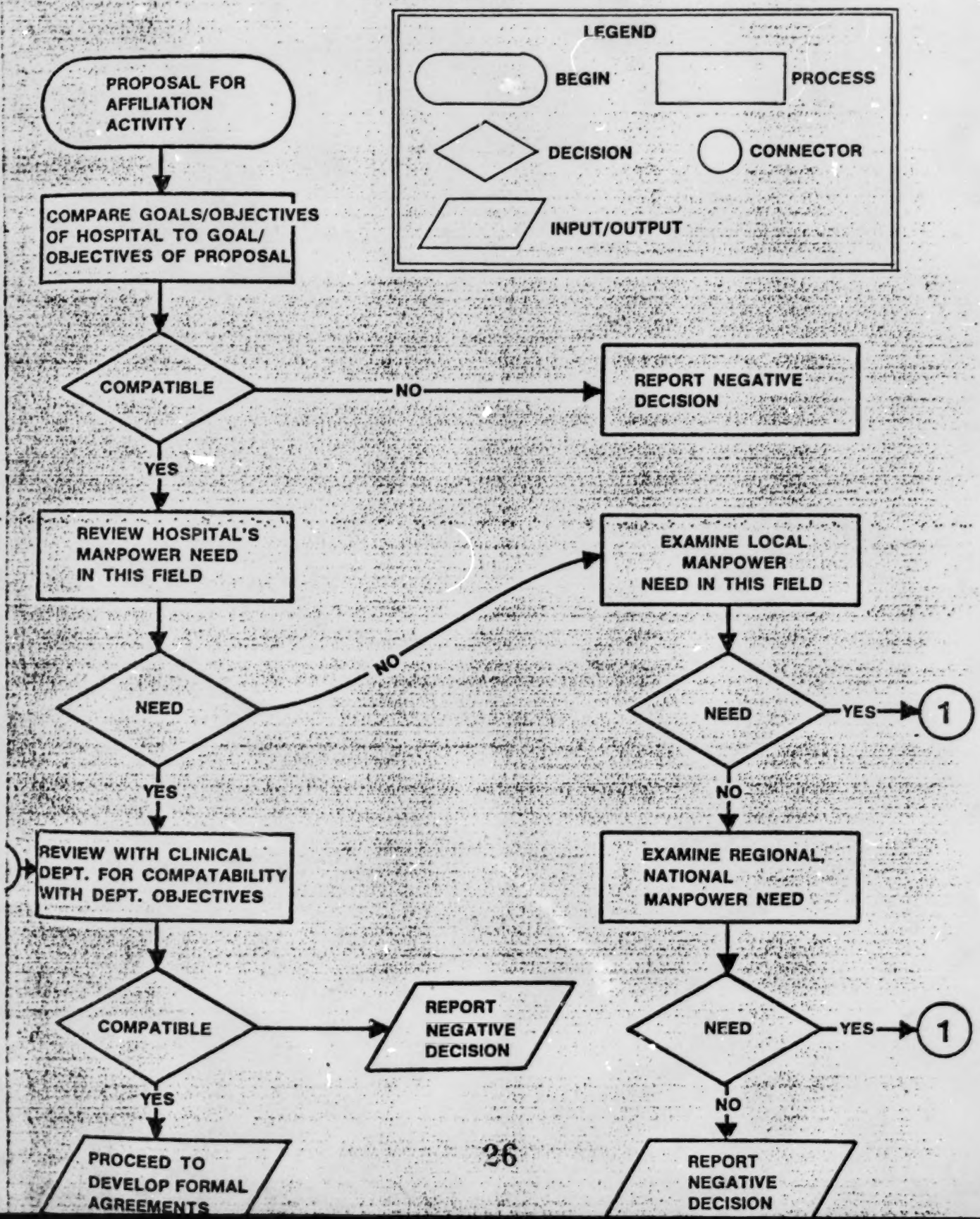
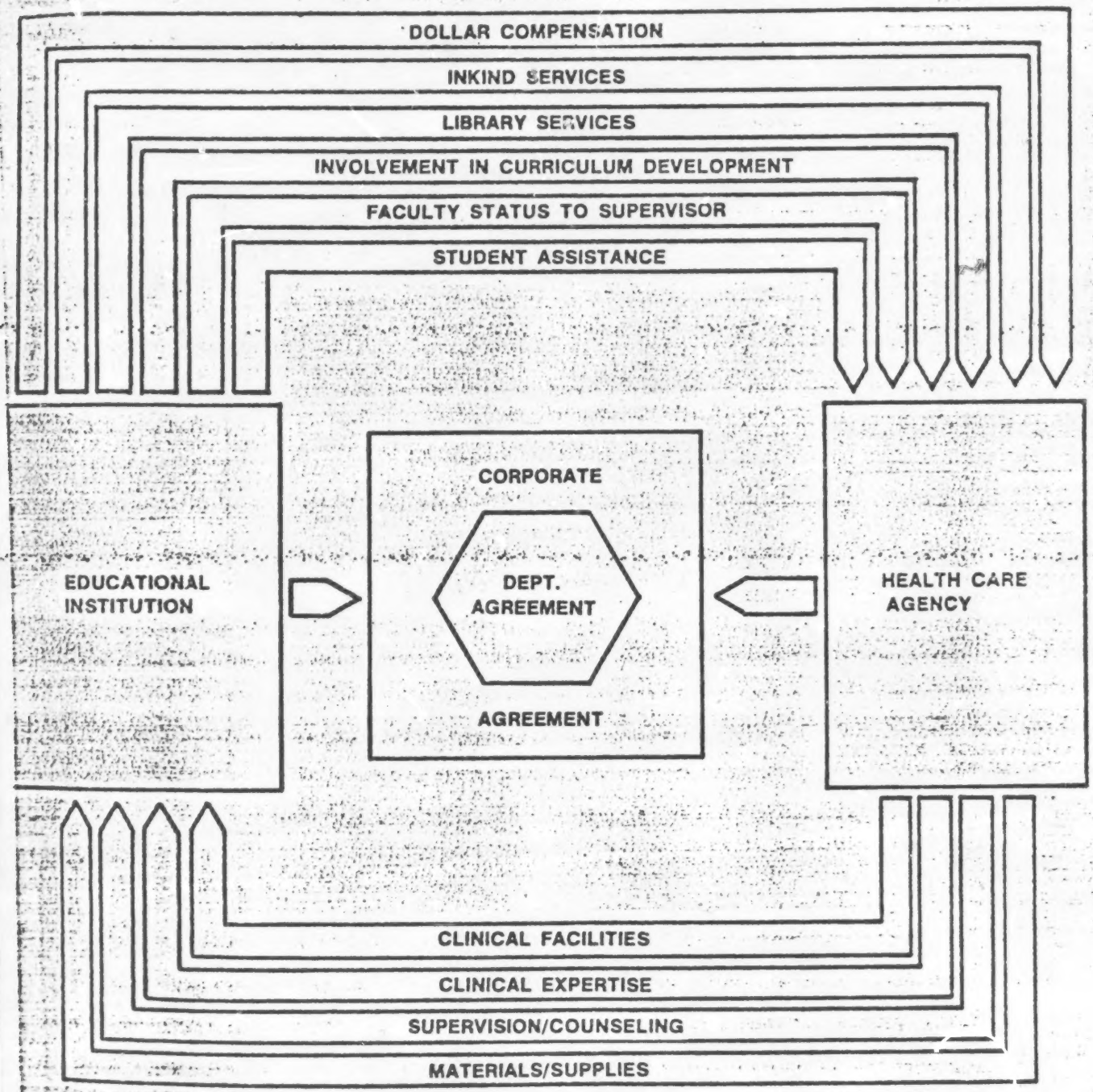


DIAGRAM B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AGREEMENT
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CLINICAL FACILITIES
CLINICAL EXPERTISE
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